Assessment of the University Student Governance Amid Pandemic: Basis for Crafting a Pedagogical Student Governance Framework

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ABSTRACT

There is a sudden shift in the educational system due to COVID-19 pandemic. Due to this, student organizations also made huge adjustments in their means of accomplishing their targets and goals. Virtual mode of delivery is their main source of communication to the whole student body. This study utilized the sequential explanatory mixed method design. Aided by descriptive statistics, quantitative results showed the participants' satisfaction level on the identified essential elements of the student governance: leadership practices, policy implementation, student involvement and student support. The participants were generally "very satisfied" and described these elements to be "excellent" and "above average". The results were duly supported with the following themes such as the participants' experiences and appreciation on the student university governance. The emergence of the student governance framework was formulated, which represents the value of students' feedback in drafting possible activities for the new student government.

Keywords: Student Governance, COVID-19, Leadership Practices, Policy Implementation, Student Involvement

INTRODUCTION

One of the goals of higher education institutions is to prepare the students for their future careers. Opportunities of development and enhancement are provided to students which can help them to acquire education relevant to the needs of the community. Aside from the traditional classroom environment, HEI's provide other opportunities to students to hone their skills (Patterson, 2012). These are technical, research and leadership skills. In Commission on Higher Education (CHEd) Memorandum Order No. 21 s. 2006 otherwise known as "Guidelines on Student Affairs and Services Program", student government and its activities in higher education institutions were duly recognized. These organizations were provided sufficient leadership training to hone the skills of the students in leading and serving. On the other hand, the students of the higher education institutions are responsible for supporting the activities organized by the student government.

In the academic institutions, student organizations are required to be established, as these represent a variety of students' interests such as literary, science and technology, education and the arts, civic and political affairs. It is written on Commission on Higher Education (CHEd) Memorandum Order No. 09 Series of 2013, entitled "Enhanced Policies and Guidelines on Student Affairs and Services", that the students have the right to organize a student body. Student council/government is formed to represent the whole student body in the board of regents. They helped and led the student organizations of each college or department to accomplish their action plans.

Students are important consumers of the academic experience, and they also have the responsibility to take an active role in their learning by recognizing their accountability for their academic success. Student responsibility is also established when students make choices, undertake decisions and take actions which lead them toward their educational goals.

This student body will be transparent and accountable to their fellow students. The student leaders are elected by the whole student body. It is expected that the student leaders must possess leadership's skills and have the

knowledge on how to govern the students in accordance with the policies and standards of the university. Jaramilla and Lazo (2014) mentioned that student organizations are created to train student leaders to become active partners of the schools for the students' welfare and development.

Dugan (2011) said that the involvement or participation of the students in clubs or organizations helps to shape educational experiences. Moreover, the influence of student group experiences on leadership development cannot be understated. It is the task of higher education institutions to prepare future leaders. Also, Kuh& Lund (nd) mentioned that students who are actively involved in student government are more likely to engage in other activities that contribute to learning and personal development. Wender (2011), also added that students learn how to make decisions that lead to the growth in their own organizations. When there is growth in organization, there will be more participants, more activities that may increase awareness and contributions to their fellow students. This was supported by Ebede (2015), where he stated that participation in student organizations can enhance their knowledge, skills and competencies. Involvement plays a major contribution to the development of students.

Though student organizations provide an array of activities where students may benefit, they also face difficulties and challenges. Some of these challenges include financial constraints, inexperienced leadership, environment uncertainties and unsupported planned activities. It is through these reasons why student governments engage in a constant process or organizational leadership trainings in order to deal with uncertain changes that may happen (Wender,2011 p. 2; Levitt & March,1988).

Changes in the educational setting have not only altered how students are learning, but it also has impacted on student organizations. Pre-planned activities before the pandemic were cancelled because of the inevitable effect of the COVID-19 virus globally. However, student leaders have shown their flexibility to shift their working conditions from the usual to virtual modality. Adjustments include online submissions of accreditation documents to be recognized by the university as official student organizations. Not to mention the fact that coming up with the composition of the organization itself is already a struggle since student leaders are a bit hesitant to continue providing services to the student body on a virtual set up. Coordination with the student services was never been easy for student organizations, yet the innate desire to serve became their driving force to pursue with their target plans, projects, and activities.

At present, because of the pandemic, most universities conduct online classes. It is imperative that the university student council are doing their work and implement their activities virtually. In Commission on Higher Education (CHEd) Memorandum Order No 08 s. 2021, or also known as "Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services Programs During the COVID-19 Pandemic", student organizations and the student council/government were provided the flexible delivery options on how to do their tasks and other activities. Since, one of the important priorities of the higher education institutions is to monitor and help the student organizations and the student government. It is important for colleges to monitor how successful the services that are offered in assisting students with the completion of their education (Rudge, 2014). Therefore, the researchers of the study aim to determine the students' satisfaction which can contribute in determining how the students' organizations may improve their programs and services, since they remain accountable to the whole student body. Student satisfaction with student affairs is an important aspect to study because colleges and universities exist for the students.

This study on student governance was conducted since most studies presented in most research colloquium focused on teachers' strategies and pedagogies of teaching that practically would benefit the students. Most researchers aim at establishing a better teaching-learning environment whereas this study is primarily on student leaders' way of governing their organizations. It likewise dealt with the needed adjustments in executing the tasks and activities in an online setting.

Statement of the Problem

The researchers aimed to describe and assess the students' satisfaction on the state university students' governance which can lead to the emergence of a new framework for the student government during the pandemic period. Specifically, the study sought to answer the following questions.

1. How do students' organizational governance and performance during pandemic be described in terms of
1.1 leadership practices,
1.2 policy implementation,
1.3 student involvement, and
1.4 student support?
2. How do the level of satisfaction of the students on students' organizational governance be described in terms of
2.1 leadership practices,
2.2 policy implementation,
2.3 student involvement, and
2.4 student support?

3. How do the participants describe their experiences and appreciation on the state university students' governance during the pandemic period?

4. What are the student needs relative to student services and learning opportunities?

5. Based on the results and findings of the study, what framework can be proposed to sustain the new student governance during the time of pandemic?

METHOD

Research Design

The study utilized the mixed method approach. It is classified as sequential explanatory research. The researchers of this study intend to describe the student organizations' governance and assess the level of satisfaction of the students on the governance of these student organizations in the new normal.

Sampling and Participants of the Study

In gathering data for the quantitative part, the researchers utilized a proportionate stratified random sampling, in order to identify the target number of respondents for each stratum. The strata are the different colleges and departments in the university. The researchers used a sample of six hundred forty-eight participants (648) out of twenty-two thousand six hundred four (22,604) students enrolled from the different colleges and departments this second semester A.Y. 2020-2021. Data were secured from the Office of the University Registrar. The researchers followed the procedure of acquiring pertinent data as stated in data privacy act. To support the quantitative results, the researchers interviewed seventeen (17) bona fide students of the university. The participants were chosen through the use of random purposive sampling technique to foster and increase the credibility of the data. The participants were selected from different colleges and departments. These students were initially informed about the nature of the study and were asked if they are willing to join the focus group discussion.

Table 1: Number of Samples Obtained via Proportionate Stratified Random Sampling

College/Department	Total Population	Sample
College of Arts and Sciences	430	12
College of Business Studies	4503	129
College of Computing Studies	2093	60
College of Education	2422	70
College of Engineering and Architecture	5837	168
College of Hospitality and Management	1739	50
College of Industrial Technology	1892	54
College of Social Sciences and Philosophy	1582	45
Senior High School	1116	32
Laboratory High School	990	28
Total	22604	648

The data obtained from the Office of the Registrar of the university based from the population of each college and department of the university in the Second Semester of the A.Y. 2020-2021.

Research Instruments and Validation Procedure

The instruments used in the study are semi-structured interview guide and survey questionnaires. The survey instrument is a researcher-made questionnaire. It was developed based on the readings of various related literature. It had undergone a pilot test to determine its reliability and consistency. Based on the calculated Cronbach Alpha 0.986 (Part 1- Description of Student Organization) and 0.985 (Part 2- Level of Satisfaction on Student Organization), all the items of the instruments gained high reliability coefficients indicating that the instruments have internal consistency. The survey instrument was encoded in google form. In the google form, the rationale, and information about the data privacy was included. To support the quantitative data, a focus group discussion was conducted through the use of a semi-structured questionnaire. Follow-up interviews are deemed necessary for verification and clarification purposes.

Data Gathering Procedure

The researchers sought the permission of one campus director to conduct the pilot testing of the survey questionnaire. The survey questionnaire was encoded in the google forms. The pilot testing was conducted among twenty randomly selected students from the said campus. The researchers then treated the data through the use of SPSS to determine the consistency and reliability of the instrument. In gathering the needed data for the quantitative part, the researchers sought the permission of the deans and principals. The link for the google forms was provided.

To supplement the quantitative data, qualitative data were acquired through the use of focus group discussion. In the focus group discussion, google meet was used as a platform. Virtual meet was used in order to follow health protocols amidst the COVID-19 pandemic. The researchers sought the permission of the participants to record the said interviews. They were also informed about the data privacy notice. It was assured to them that such video will be used for this particular research only. After transcribing the qualitative responses, the researchers conducted a follow-up interview for verification and clarification.

Data Analysis

Quantitative data were treated using weighted mean and standard deviation. With regards to qualitative data, the researchers transcribed these data, which likely consisted of the responses from interviews in focus groups. After transcribing the data, the researchers employed thematic coding as their chosen approach for analyzing the data. Thematic coding is a method used to identify and categorize patterns, themes, or concepts within the data. It involves a systematic process of assigning codes to segments of the data that are relevant to the research question or objectives. In this case, the researchers aimed to understand and assess student governance, so they would have looked for themes or patterns related to this topic within the qualitative data.The initial step of thematic coding is often referred to as open coding or initial coding. During this stage, the researchers had closely examined the transcribed data and broken it down into meaningful segments, such as individual statements or paragraphs. They had assigned descriptive codes to these segments, capturing the essence of the content. After completing the initial coding, the researchers proceeded to axial coding. At this stage, they organized and connected the initial codes to form broader categories or themes. They looked for relationships between the codes and explored subthemes within each category. During this phase, the researchers had refined the themes by selectively coding relevant data that best exemplified or supported each theme. Throughout the coding process, the researchers had engaged in cross-coding. This involves comparing and analyzing the data, looking for common patterns, differences, or variations within the data set. By employing thematic analysis, the researchers had systematically identified and analyzed patterns and themes in the qualitative data, allowing them to gain insights into the assessment of student governance.

Ethical Considerations

The participants were informed about the study. Their privacy and willingness to be part of the study was the main priority of the researchers in conducting the study. The researchers also guaranteed the participants that all information provided in this study will be treated with utmost confidentiality.

RESULTS, FINDINGS AND DISCUSSION
Phase I- Quantitative Results

Table 2: Descriptive Ratings and Satisfaction Level of the Students on the Student Organizations During Pandemic

Indicator	Grand Mean	Standard Deviation	Verbal Description
Descriptive Ratings on Leadership Practices of Student Organizations During Pandemic	4.22	0.863	Excellent
Descriptive Ratings on Policy Implementation of Student Organizations During Pandemic	4.17	0.880	Above Average
Descriptive Ratings on Student Involvement of Student Organizations During Pandemic	4.19	0.882	Above Average
Descriptive Ratings on Student Support of Student Organizations During Pandemic	4.21	0.868	Excellent
Students' Level of Satisfaction of the Leadership Practices of Student Organizations During Pandemic	3.35	0.651	Very Satisfied
Students' Level of Satisfaction of the Policy Implementation of Student Organizations During Pandemic	3.35	0.635	Very Satisfied
Students' Level of Satisfaction of Student Involvement of Student Organizations During Pandemic	3.37	0.648	Very Satisfied

Students' Level of Satisfaction of the Student Support of Student Organizations During Pandemic	3.35	0.654	Very Satisfied

In Table 2, it is reflected that students generally described the student organizations based on their leadership practices and student support as "excellent". While the policy implementation and student involvement were described as "above average". Based also on these indicators, the students were generally very satisfied on the governance of the student organizations during the pandemic.

Phase II- Qualitative Data
Theme 1: Descriptions of the Participants on their Experiences on the State University's Governance
•**Significant Learning Opportunities Through Webinars**
Attending webinars is the most conveyed experience among all the participants. It was considered as the most frequent activity conducted by different student organizations in the university. These webinars were organized and duly approved by the authorities, since the themes of each webinar were relevant and highly enriching on the needs of the students. Majority of the participants mentioned that they attended the webinars organized and assisted by the student organizations. They found these webinars relevant and really sustained the need to be informed about the different social issues in our community at this period of pandemic. The participants firmly believed that the webinars conducted really helped them to cope with the new normal set-up. As some of them even mentioned, these webinars pointed out the actual scenarios experienced by college students such mental health problems and gender related issues.

•**Virtual Challenges of Student Organizations in Implementing their Projects**
Based on the narratives of the participants, they also knew that the student organizations faced different challenges as they implemented the virtual activities. Wildman et.al, (2021) mentioned in their study that students working in organizations faced different challenges in virtual meetings. These challenges focus merely on collaborative teamwork of the students. This became challenging because they were socially distanced and activities were carried out in a virtual context. Moreover, Sikora (2020) also wrote that student organizations faced logistical issues in implementing their projects ever since the Covid 19 struck in the global community. As the participants conveyed that the COVID-19 pandemic heightens the importance of cultivating cohesion among student organizations especially in performing their responsibilities. The participants were also aware that their student leaders exerted their effort to overcome the challenges in organizing virtual activities. Since they are student leaders, they are expected to fulfill their roles as governing student leaders in the university. As cited by Murage, Njoka&Gachahi (2019), student leaders have the responsibility to discharge their duties, enhance communication and serve the students despite the challenges they encounter.

•**Student organizations are active in social media**
It was also identified that the participants viewed that the student organizations are highly active in using social media. Participants believed that despite the challenges and difficulties of the student organization in implementing their projects, they still managed to look for solutions that the student organizations do in order for them to carry out their tasks virtually and that is being active in the social media. It was also further stated that information dissemination is much better virtually than of the conventional ways of the student organizations. Moreover, the student organizations are more active in listening and answering queries and make sure to receive immediate feedback from the activities they organized. In support of this, Ebede (2015) implied in his study that looking into the feedback from the students who participated in the activities of the student organizations will bring best practices and services.

Theme 2: Participants' Appreciation on the State University's Student Governance
•**Notice the Efforts of Student Leaders**
The participants of the study truly appreciate the work and effort of the student leaders. They are also aware that the student leaders today experienced more difficulties in carrying out their plans of activities for the students. Though there was a sudden shift of governance, the student organizations were able to execute some of these activities virtually. Based on the study of Sandifer (2021), student leaders in student organizations are resilient and can easily adapt to the increasing levels of uncertainty due to the effects of Covid 19. Participants even said that student leaders right now show untiring support to their fellow students, and also address their needs using different digital platforms. The researchers believed that the student leaders developed resiliency to overcome the challenges in pandemic period. In the study of Cassidy (2015), resilience is defined as a set of qualities or attributes which can help a person to withstand negative effects of adversity. Student leaders in the university found ways on how to accomplish their lists of activities.

•Strong Involvement on Virtual Campus Activities
Majority of the participants joined and supported the activities of the student organizations. As it was mentioned that the student organizations provided them enriching activities such as webinars. Since these were conducted virtually, most of the participants said that they watched the webinars through the given links. Some who were not accommodated in the Zoom of Google Meet, opted to watch in the livestreams. These live streams were posted on the Facebook page of the student organizations. According to Flowers (2004), students who participated in the activities of the student organizations viewed that involvement plays a significant persistence to excel in their academic environment. These activities may further enhance their knowledge and may improve their essential abilities that will be valuable in the real-world setting (Patterson, 2012).

Theme 3: Suggested Activities of the Students Relative to Student Services and Learning Opportunities
•Virtual Tutorial/Mentoring Sessions
Some participants believe that it is much better if student organizations can also organize tutorial or mentoring sessions to their fellow students who cannot attend their classes regularly because of work or lack of budget for data connection. They believe that it will be a big help to the whole student body if they can provide mentoring sessions particularly on major and professional subjects. According to Collier (2022), students can become peer mentors. The peer mentors are also students who face the same challenges such as time, financial constraints but they are incredible students who may empower their fellow students. Student mentors exhibit leadership skills which is one of the characteristics that they should possess. Larson, Aaron, Conn & Sinclair (2020) mentioned in their study that student mentors shall also participate in leadership training programs. As it was seen in the results of their study that leadership training helped students to acquire skills related to mentoring skills. The participants believed that university student leaders had attended leadership training and as leaders they could be of help in helping them in their lessons or subjects where they were having difficulties. Some even mentioned that they can collaborate with teachers who may also be willing to share their expertise.

•Webinars Related to Professional/Licensure Examinations
The most common activity organized and conducted by student organizations were webinars. Apparently, the participants suggested a particular topic which they believed can be of help in their future careers. Most of the participants in the college level suggested professional examination/licensure examination theme webinars.

•Virtual University and College Celebrations
For over a year now, the COVID-19 pandemic has redefined and reshaped students' lives. School closures upended students' lives, forcing them to attend to their studies virtually. As the pandemic continues, it prevents many students from enjoying the traditional campus celebrations. Majority of the participants believed that student organizations should find ways on how to bring back the extra-curricular activities of the students such as university days, intramurals and college days celebrations. Most of them were looking forward to how these activities can be conducted virtually.

•Employ Projects to Aid Indigent Students
Since there is a change in the learning modality, it is a fact that there are students who really have a hard time coping in the new learning set-up. Most of these students are struggling financially. Based on the shared stories of the participants, there are students who lack gadgets or devices and even internet connection which are used in virtual learning.

•Establish the University Student Council Website
Majority of the participants believed that the student organizations must come up with a unifying website. One website where all student organizations can be contacted. Though the different student organizations have their own Facebook sites, it is further suggested that the whole student body must have one website which can be easily accessed by the students of the university.

Phase III- Mixed Method Analysis
Leadership Practices of Student Organizations During Pandemic
To have a strong foundation of student organizations, each official must possess the knowledge and skills in leading the whole studentry. The student leaders of the university showed commendable leadership practices to their fellow students' despite of the challenges of the new normal set up in the university. They still manage to establish connections and interaction with their fellow students through the use of social media. The leadership practices of the students' officials during the period of pandemic had a grand mean of 4.22, with a verbal description of "excellent". This really proves the level of satisfaction rating given which is 3.35, with a verbal description of very satisfied. It is also evident on the responses of the participants that their student leaders accomplished their tasks. The university student organizations provided them significant learning opportunities

by conducting webinars which topics/ themes were very much needed by the students in the ongoing situations because of the pandemic. As cited by some participants, these webinars are about "Safety and Mental Health, Gender Equality and Development, Education in the New Normal and more". These webinars were duly attended by the students which they found to be relevant in their lives. Participants also noted that in each activity conducted, the student organizations were asking feedback. These only proves that the student organizations value their opinions and suggestions. As Mozhgan et.al (2011) mentioned in their paper, that leadership knowledge also pertains to understanding differences between various viewpoints, respecting others' opinion and active listening. The opinions of other people matter for improvement and facilitate better organizational performance.

Furthermore, students mentioned that student leaders today were really active in social media as they really tried to reach out with the university students. They disseminated important announcements and showed support to students who joined different competitions. The participants were also aware that the student leaders faced challenges in accomplishing their activities. Enhanced communication, perseverance and hard work were the key points in order for them to produce activities that were beneficial to the students of the university. Usually, leaders in any organization face challenges of declining hope, positivity and confidence caused by certain factors such as advancing technology, globalization and environmental uncertainties (Malinga, et.al, 2019). At present, these factors are consistently evolving and may really affect the leadership practices of the student leaders. On the contrary, the student leaders of the university exhibited a positive attitude in the process of a new set up of governing. They practice positive leadership. Positive leadership is described to be transformational, empowering and supportive which establishes strong teamwork could lead to achieve the organizational goals (Malinga, et.al, 2019, p. 207; Wong & Cummings, 2007, p. 517).

Policy Implementation of Student Organizations During the Pandemic
Implementation converts a policy into an action program. This is one of the aspects that student organizations carry out in order to accomplish their activities aligned to the vision and mission of the university. In this study, it was found out that the participants are aware of the rules and policies of the student organizations as well as the policies of the university. Van Wyk&Pelser (2014) stated that policies and rules shall be clearly communicated with the students in order to prohibit negative occurrences. Based on the assessment of the participants on the policy implementation of student organizations, a grand mean of the 4.17, with a verbal description of "above average", shows that the participants were really informed on the mandatory policies and accomplished tasks of the student organizations. The students are "very satisfied" with the policy implementation of the student organizations during the period of pandemic, with a numerical rating of 3.35. As it was stated that the student organizations actively announced the information needed by the students in the social media, the researchers assumed that through this form of information dissemination, students became aware of the activities and mandated policies which concerns the students. Alviento (2018) pointed out that student organizations act as a channel of communication between the administration of the institution and the student body. The student government deals with the organization and regulation of student activities, promotion of students' rights and welfare, and serving the studentry with fairness and transparency even in the period of pandemic. The success of policy implementation can be seen from the observation and feedback of the students. Based on the narrations of the participants, the majority of them noticed the efforts of the student leaders in accomplishing their responsibilities and activities. One of the participants even mentioned that the student leaders really do the planning but probably because of the new normal, it took them a while to execute their plans. But another participant stated that student leaders are flexible enough to manage the concerns of the students and undertake their projects and activities in the new normal. The COVID 19 has brought disruptive effects on the student organizations, but these lead also to reactive changes on the student governments. Student leaders became resilient, flexible and committed in realizing their plans into action. With this, it is also evident that they are well guided by their advisers and supported by the administration.

Student Involvement in Student Organizations During the Pandemic
It is imperative that students are involved in the activities organized by the student organizations. Students participate in these activities not just for entertainment, they also intend to learn and develop their skills, knowledge and competencies relevant to their future careers. Smith & Chenoweth (2015), cited that these activities provide the students to engage in social groups, advance their learning and promote personality development. According to Zhang et. al. (2018), lack of information hinders the students to join student organizations, but if the students have a deeper understanding about its existence more students are likely to join. Moreover, it was also indicated that student activities must be dynamic and comprehensively sustain the practical problems faced by the students. In this study, the student involvement in student organizations has a grand mean of 4.19, with a verbal description of "above average". This demonstrates that students of the university participated in the activities organized by the student organizations during the period of pandemic. It is also evident on the level of satisfaction of the students, with a grand mean of 3.37, with a verbal description of

"very satisfied". It was stipulated in the study, that the student organizations organized webinars which really paved the way for the participation of the students. Initially they found these webinars enriching and relevant in this period of pandemic. The student organizations managed their social media accounts to connect with their members and the rest of the student body. On top of this, they are looking into ways to use video conferencing programs like Zoom for both social and training purposes

Student Support Provided by Student Organizations During the Pandemic

The delivery of student support services is an essential component of student organizations. It is the duty of the student organizations to inform the students of the up-to-date and clear information concerning their welfare and create activities that will enhance their potential, talent and skills. Organizing student support requires intensive planning and proper mindset in considering the students' needs and demands, availability of resources, alignment to the vision and mission of the university and administration support. In this study, the participants' description of the student support provided by student organizations has a grand mean of 4.21, with a verbal description of "excellent". This verifies the level of satisfaction of the students with a grand mean of 3.35, with a verbal description of "very satisfied". Student organizations in the university really did exert their effort to provide quality student support to the students. Through the use of social media, student organizations ensure that they adequately address the needs of the students. Student organizations asked for their feedback and opinions regarding the activities they had conducted. This shows that the student leaders value the voices of their fellow students. Benner, Brown & Jeffrey (2019), stated that in considering the students' perspectives in governing bodies actively engages them in the organizations. Their opinions provide opportunities to close the gap between the current activity and desired output for the next activity.

In the study of Farajollahi&Moenikia (2010), student support services are important issues associated with the delivery of distance education programs. Considering what is happening right now in the period of pandemic, flexible learning, or sometimes distance learning is adapted in different higher education institutions. The participants of the study suggested activities that they believe can really help the student organizations in planning their next activities. The suggested activities of the participants of this study may enhance activities or projects of student organizations which can be extracted as the facilitation of study groups and provision of online tutorials for licensure exam, provision of web system for the student government, and improved intensity of academic services by bringing back the university and college days, where students can show their talents and skills.
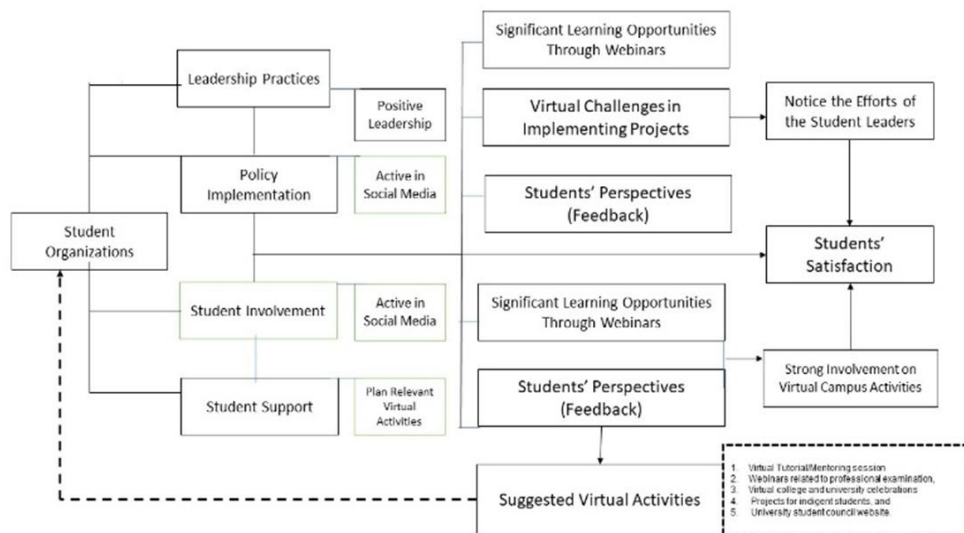
The Emerging Framework

Figure 1: Emerging Framework of the Student Governance Based on the Satisfaction Level of University Students During the Period of Pandemic

Figure 1 clearly illustrates that for Student Organizations to realize its goal and to perform its functions effectively and efficiently, the four essential elements must be taken into account. These are leadership practices, policy implementation, student involvement, and student support. Positive leadership as manifested in the student leaders' active participation in social media through carefully planned and relevant virtual activities mirror these attributes of Student Organizations. Student-leaders never cease to exhaust all measures to provide their services to the studentry amidst the pandemic. There may be a lot of struggles, yet they persistently offer

significant learning opportunities through webinars. Virtual challenges in implementing the projects were expected but the Student Organizations' drive pulled things through. Students' perspectives or feedback on the webinars given by the Student Organizations are well-monitored to ensure quality and relevance of topics. Students clearly notice the efforts of the student-leaders as they keep on accomplishing their projects despite the challenges and difficulties of the pandemic scenario happening in the university. These somehow brought a significant effect on the involvement of the students. Students of the university greatly support and involve themselves in the activities conducted. Since the activities conducted by the student organizations were found to be relevant and useful during this period of pandemic. The students also suggested virtual activities that can be part of the future plans of the student governments and these are virtual tutorial/mentoring sessions, webinars related to professional examination, virtual college and university celebrations, projects for indigent students and university student council website. Student governments create and maintain healthy channels of communication for students to produce a stronger university environment that is better able to entertain student concerns and opportunities. The students' voice matters in the governance of the student-leaders.

CONCLUSION & RECOMMENDATION

The findings of the paper served as an eye-opener to the University and possible future leaders who would like to hold any position in the student body that would cater the needs of our students. Emergence of Student Governance Model based on Satisfaction Level of University Students during pandemic was presented. The framework highlighted four key points which are leadership practices, policy implementation, student involvement and student support. Student leaders of the University must possess knowledge and skills in leading that would show manifestations of strong leadership practices, leaders also showed activeness in social media. Under policy implementation, students are aware and well-informed about the activities presented by each program under the supervision of their leaders. Student leaders became resilient, flexible and committed in their work to realize their plans into actions. For student involvement, it is evident that students are eager to participate in any activities being presented because they see the positive effects of these to them. Student support as an essential component of student organizations evidently shows that students are given assistance even using virtual platforms.

Student participants also suggested possible activities/projects for student organizations to undertake and these are having virtual tutorial/mentoring sessions, collaboration of students and teachers in conducting tutorial, providing webinars related to Licensure Examination or Professional Board Exams, bring back college celebrations even though virtual, assisting students who lack gadgets and lastly coming up with a unifying website to cater the needs of all the students. With all the results given, it is also recommended that the vision and mission statements are included since these are fundamentals in shaping the identity and direction of the student organization. Considering them in the assessment can inform the development of a new governance framework that aligns with the organization's purpose and better addresses the challenges posed by the pandemic. The new framework can be designed to support the achievement of the vision and mission even during challenging times.

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27. About the Authors